

# 1999–2000 CATS ASSESSMENT

## Open-Response Item Scoring Worksheet

### Grade 5 – Social Studies

The **academic expectation** addressed by the open-response item “Smith Shoe Factory” is

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

The **core content** addressed by this item includes:

SS-E-3.2.1 Economic systems can be large (e.g., U.S. economy) or small (e.g., individuals and households).

#### Smith Shoe Factory

One of your town’s major employers, Smith Shoe Factory, is closing and moving to another state.

- a. Describe how this would affect people who work at the factory.
- b. Describe how this could affect the town.



# SCORING GUIDE

## Grade 5 Social Studies

Score	Description
4	Student describes the effects of closing the factory on the workers <b>and</b> describes the effects of the loss of a major employer on the economy of the town. Response includes some detail or development.
3	Student describes the effects of the loss of a major employer on the workers <b>and</b> on the town's economy, but the description(s) are general.
2	Student describes the effect(s) of the loss of a major employer on the workers <b>and/or</b> economy of the town, but the description is limited.
1	Student's response is minimal. Response indicates little understanding of the effect of the loss of a major employer on the workers <b>and/or</b> the town.
0	Response is totally incorrect or irrelevant.
Blank	No response.

### Some descriptions of effects showing detail or development:

- People will lose their jobs and they will then have less money to spend in the community.
- People will move away to find other jobs, and there will then be less money in the community to spend.
- Many houses are for sale in the community / prices of homes decrease.
- A major business has left the community / the local government will lose tax money.
- People who have lost their jobs have no income / government has less tax money to spend on other services.
- Less competition for shoe sales / price of shoes increases.
- Many people are out of work / businesses that have job openings can pay less for help.

### Some general descriptions of effects:

#### On workers:

- Many community members lose their jobs.
- People move away with the company or to find other jobs.

#### On town:

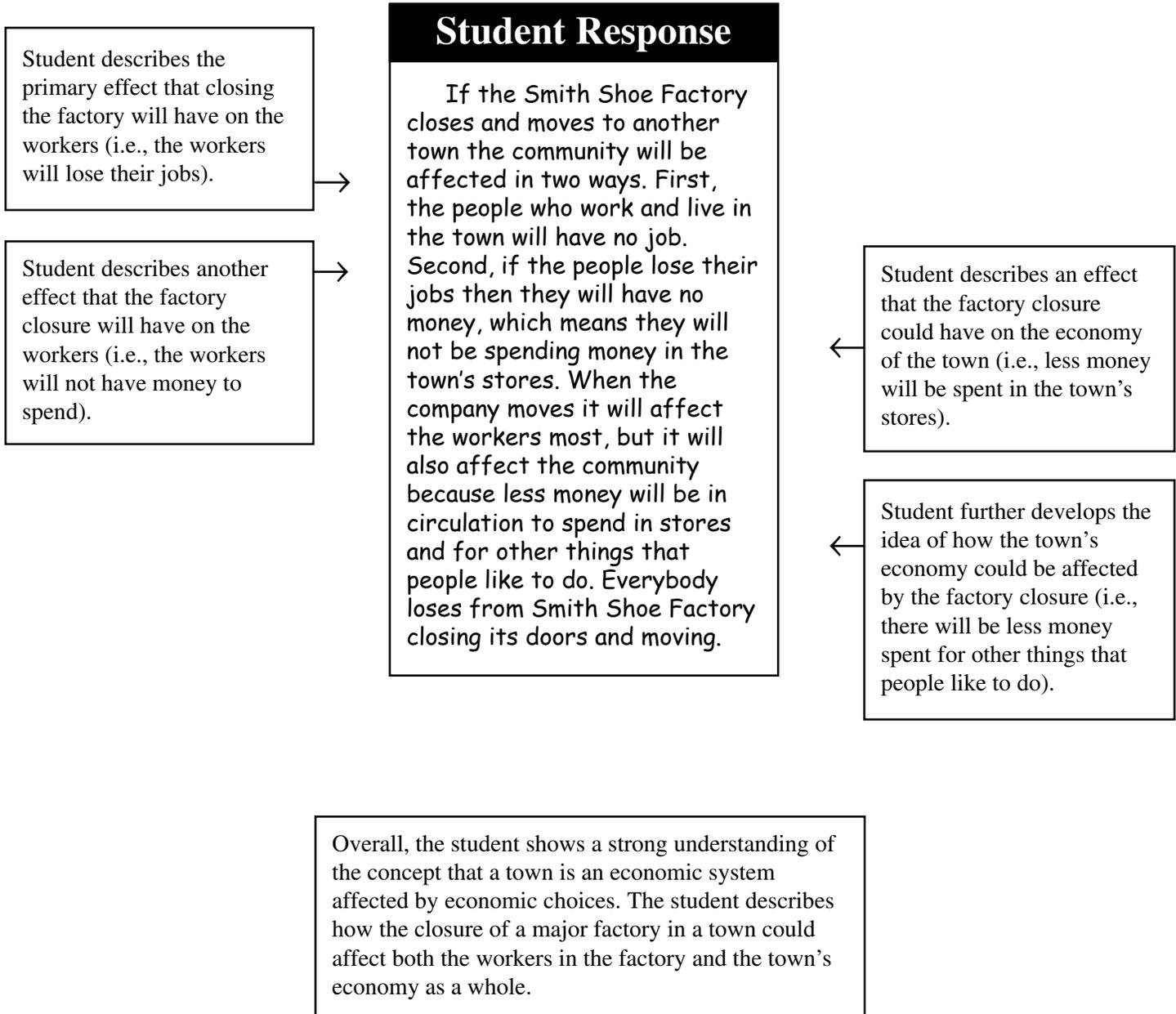
- Other businesses in the area are affected by the loss of a major company.
- Government will lose tax money.
- Many houses are for sale in the community.
- People who are unemployed have less money to spend in the community.



# ANNOTATED STUDENT RESPONSE

## Grade 5 Social Studies

### Sample 4-Point Response of Student Work





# ANNOTATED STUDENT RESPONSE

## Grade 5 Social Studies

### Sample 4-Point Response of Student Work

#### Student Response

I am going to tell you how a business that's moving is going to affect the economy.

Here are some examples of how it will affect the economy.

1. A lot of jobs will be lost, no income.
2. People who lose jobs will buy only needs not wants because they may have no money to pay bills.
3. Also by there being less money to spend, many other businesses may be forced to go out of business.

These are the ways closing a factory will affect the economy.

Student describes how closing the factory will affect the workers (i.e., loss of jobs and income).



Student further describes how the workers could be affected by the factory closure (i.e., the factory workers will only buy things they need, not things they want, and they may not have money to pay bills).



Student describes how closing the factory could affect the town (i.e., many other businesses may have to close).



Overall, the student shows a strong understanding of the concept that a town is an economic system affected by economic choices. The student describes how the closure of a major factory in a town could affect both the workers in the factory and the town's economy as a whole.



# ANNOTATED STUDENT RESPONSE

## Grade 5 Social Studies

### Sample 3-Point Response of Student Work

#### Student Response

Do you know what its like to lose your job and not have enough money to live on? Well...

If The Smith Shoe Factory closed down, many people wouldn't have jobs and many of those people would leave to find jobs elsewhere.

Also, other people would leave town because the town was supported by the Smith Shoe Factory and the town will lose alot of money, so it could become a ghost town!

Thats what could happen if the Smith Shoe factory (the towns major employer) closed down.

← Student describes how the closing of the factory would affect the workers (i.e., many people wouldn't have jobs and many people would leave to find jobs elsewhere).

← Student generally describes how the closing of the factory could affect the town's economy (e.g., "other people would leave town"; "the town will lose alot of money"). Response lacks details.

Overall, the student shows a general understanding of the concept that a town is an economic system affected by economic choices. The student describes how the closure of a major factory in a town would affect the workers in the factory and generally describes how the factory's closure could affect the town's economy.



# ANNOTATED STUDENT RESPONSE

## Grade 5 Social Studies

### Sample 2-Point Response of Student Work

#### Student Response

1. There will be a lot of people layed-off because the won't have no job. There will less jobs for other people to get.
2. Some of the employees might move to where there jobs are.

← Student describes how the closing of the factory would affect the workers (i.e., they won't have jobs).

← Student provides a limited description of how the town could be affected by the factory's closure (i.e., some employees might move).

Overall, the student shows some understanding of the concept that a town is an economic system affected by economic choices. The student describes how the closing of the factory would affect the workers in the factory and provides a limited description of how the factory's closure could affect the town.



# ANNOTATED STUDENT RESPONSE

## Grade 5 Social Studies

### Sample 1-Point Response of Student Work

#### Student Response

1. They couldn't buy anymore shoes from them.
2. It would be sad that they are closing down.

← Student provides a minimal (and somewhat unclear) description of how the closing of a town's factory would affect the workers.

← Student attempts to describe how the factory's closing could affect the town, but the response is not given in economic terms.

Overall, the student shows minimal understanding of the concept that a town is an economic system affected by economic choices. The student minimally describes how the closing of a town's factory would affect the workers in the factory and attempts to describe how the factory's closing could affect the town, but the latter response is not given in economic terms.



# INSTRUCTIONAL STRATEGIES

## Grade 5 Social Studies

The open-response item “**Smith Shoe Factory**” was designed to address students’ knowledge of various levels of economic systems and the impact that a factory closure in a community could have on those systems. The instructional strategies below present ideas for helping students explore and master these concepts.

Define systems, relating definitions to systems familiar to students.

Discuss as a class the differences among household, individual and large economic systems. Students could represent the differences graphically.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Interview parents and other adults. Possible questions could include:
  - Where do you work?
  - How many people work there?
  - What impact would it have on the community if your place of employment closed?
  - What impact would it have on your household if your place of employment closed?
- Interview local merchants. Ask them what would happen to their businesses if a major employer in the area closed or opened. Chart their projected losses or gains on a graph.
- Interview local government officials. Ask them what would happen to revenue generated through taxes if a major employer in the area closed or opened. Chart projected loss or gain of revenue on a graph.
- Write an article for the school newspaper discussing the changes that may take place or have taken place in their community as a result of business closings or openings.
- Research communities that have had major business closings or openings. Examine the positive and negative impacts on communities.
- Use a flow chart to reflect cause and effect relationships among events.